

INSPECTION REPORT

**THE LEASINGHAM St ANDREW'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Sleaford

LEA area: Lincolnshire

Unique reference number: 120528

Headteacher: Mrs Elizabeth Redfern

Lead inspector: David Page

Dates of inspection: 4 – 6 May 2004

Inspection number: 258141

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	215
School address:	Lincoln Road Leasingham Sleaford Lincolnshire
Postcode:	NG34 8JS
Telephone number:	01529 302 388
Fax number:	01529 304 260
Appropriate authority:	The governing body
Name of chair of governors:	Mrs V Majer
Date of previous inspection:	11 May 1998

CHARACTERISTICS OF THE SCHOOL

The school is about the same size as other primary schools (216 pupils compared with the average size nationally of 241 pupils). The percentage of pupils known to be eligible for free school meals is below the national average. The majority of pupils are white British with four other white pupils, there are 2 pupils of mixed background, and one Chinese pupil. There are no pupils learning in English as an additional language. The percentage of pupils identified as having special educational needs, including statements, is below the national average. The percentage of pupils with statements of special educational needs is broadly in line with the national average. The majority of pupils with special educational needs have moderate learning difficulties with some pupils having social, emotional and behavioural difficulties, or autism. One pupil has dyslexia. The percentages of pupils joining and leaving the school at times other than the normal start and finish dates are both above the national median. The ward in which the school is situated demonstrates socio-economic features that are overall just above the national average. Pupils' standards on entry are above the national expectation.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1028	David Page	Lead inspector	English Information and communication technology Special educational needs English as an additional language
9798	Vivienne Ashworth	Lay inspector	
21893	Vivienne Brittain	Team inspector	Geography History Music Religious education Areas of learning in the Foundation Stage
1411	John Good	Team inspector	Mathematics Science Art and design Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall **effectiveness of the school is good**. Pupils achieve well in their time at the school. Leadership and management by the headteacher, senior team and governors are good. Teaching and learning are good. In light of the above, the value for money the school provides is good.

The school's main strengths and weaknesses are:

- Leadership and management by the headteacher, senior team and the governing body are good.
- Teaching is very good in Reception and good in Years 3 to 6, but, while it is satisfactory, teaching in Years 1 and 2 is less strong.
- Support for pupils from teaching assistants ensures all achieve well.
- Pupils' personal development activity, called 'circle time', helps improve pupils' behaviour and attitudes, and contributes to their social development.
- A small number of pupils exhibit challenging behaviour.

Overall, the school has improved well since the last inspection report. Very good improvements have been made in care and guidance and the governance of the school. Good improvements have been made in pupils' achievement; teaching and learning; the curriculum, and progress on the key issues from the last report. Satisfactory improvement has been maintained in areas which were good last time, namely pupils' attitudes; partnership with parents and leadership and management.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	B
mathematics	C	A	A	B
science	D	B	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' **achievement is good**. Pupils achieve very well in Reception and well in Years 3 to 6, and satisfactorily in Years 1 and 2. Pupils make good progress and reach standards which are above, and in English well above, the average for their age in Year 6. There is no significant difference in the attainment of boys and girls. In Years 1 and 2, the trend in improvement has been broadly in line with the national trend. In Years 3 to 6, the improvement in mathematics and science has been faster than the national trend, and in English has been in line with the trend.

Pupils' attitudes, values and spiritual, moral, social and cultural development are **good**. Pupils enjoy coming to school and work hard. Provision for pupils' personal development is good overall with social development being a strength. Attendance and punctuality are very good. Behaviour is generally good and school works hard to raise the standard of behaviour. There has been one fixed term exclusion this year.

QUALITY OF EDUCATION

The **quality of education is good**. Teaching and learning are **good**, all the teaching in Reception, and four-fifths of the teaching in Years 3 to 6, is good or better. Over half the teaching in Years 1 and 2 is good, with the rest being satisfactory. Teaching assistants are used well to ensure all pupils achieve. Support for pupils with special educational needs is good. Teaching and learning in Years 1

and 2, while satisfactory, need to be raised to that of the rest of the school. Assessment is good and helps pupils well to improve their work. Target setting for individual pupils is good and very detailed for English, mathematics and science.

The curriculum is good overall. Opportunities for enrichment are satisfactory. Provision in Reception is very good. Provision in the subjects inspected is good, except in religious education where provision is satisfactory. School provides good care, support and guidance for pupils. There are good procedures for ensuring the welfare, health and safety of pupils and they are secure at school. The pupils are involved and have a voice in the running of the school. This is valued by the pupils and increases their confidence and self-esteem.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher's leadership of the school is good and she is well supported by the senior team. School governance is good and financial management very good. The headteacher ensures a clear direction to the school and the effective involvement of staff and governors, and the senior management team works together very well. The governing body has a very clear understanding of the school's strengths and weaknesses and there are very good systems in place for the school to monitor its own performance. Provision for pupils with special educational needs has improved very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the provision. Their most strongly held likes are that: their children like school; arrangements for children to settle in are good; staff treat their children fairly, and expect their children to work hard. Their most strongly held dislikes concern bullying at the school and the information they are given about their children. The inspection found that the school was very effective at dealing with the few incidents of bullying that do occur. While information to parents is generally good it is not always timely, particularly the calendar of events for this year. Pupils' views are generally positive. Their most strongly held likes are having to work hard; having an adult to go to; finding out new things in lessons and teachers showing them how to make work better. Their most strongly held dislikes are that lessons are not interesting or fun, and the behaviour of other children. Teaching was good during the inspection. While behaviour was generally good, the behaviour of a small number of pupils was challenging.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise the standard of teaching in Years 1 and 2 to match that in the rest of the school;
- address the challenging behaviour of a small number of pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good**. Standards in Years 1 and 2 are in line with expectation and are above expectation in Years 3 to 6.

Main strengths and weaknesses

- Achievement is good in Years 3 to 6.
- Good improvements have been made in standards since the last inspection.
- Pupils with special educational needs achieve as well as their peers.
- Achievement in Years 1 and 2, while satisfactory, is not as good as it is in the rest of the school.

Commentary

- 1 Pupils' achievement at the school is good. Achievement in Years 1 and 2 is satisfactory and good in Years 3 to 6. There are significant differences in pupils' standards year on year. Currently, pupils' standards on entry are above national expectation. By the end of Year 2 in 2003, results in reading and mathematics were below the national average and in writing were well below. This cohort was organised into three mixed age classes and co-ordination of the pupils' preparation for the national tests was inadequate. Inspection evidence indicates that the current Year 2 is on track to improve significantly on this performance and attain results in line with national averages. There is no significant difference between the performance of boys and girls. Trends in improvement over time have been broadly similar to national trends. There is no significant difference between the relative performance of higher attaining pupils and their peers.
- 2 Results by the end of Year 6 in English and mathematics were well above the national average, and in science were above the average. When compared to similar schools, results are above the average in English, mathematics and science, and achievement is good. There is no significant difference between the performance of boys and girls. While there are significant differences in results from year to year, overall the trend in improvement in mathematics and science has been faster than the national trend, and in English has been in line with the trend. There is no significant difference between the relative performance of higher attaining pupils and their peers. The degree to which the school helps pupils to progress from the end of Year 2 until the end of Year 6 is above the national average.
- 3 Standards seen during the inspection in Years 1 and 2 were above expectation in English and information and communication technology, and in line with expectation in other subjects. In Years 3 to 6, standards were well above expectation in English and information and communication technology, and above expectation in mathematics; science, and design and technology, and in line with expectation in other subjects.
- 4 Achievement in Years 1 and 2 is good in art and design and satisfactory in other subjects. In Years 3 to 6, achievement is good in English; mathematics; science; design and technology; information and communication technology, and art and design, and satisfactory in other subjects. Pupils with special educational needs achieve at least as well as their peers. In Years 1 and 2 they achieve satisfactorily, and in Years three to six they achieve well. In lessons where teaching is satisfactory, well focused support from teaching assistants sometimes leads to pupils with special educational needs achieving better than their peers. Gifted and talented pupils are identified by class teachers and work is appropriately differentiated for them. For some gifted and talented pupils, special programmes, or extension activities, are provided. These pupils achieve in line with their peers.

- 5 The school has made good progress on standards since the last inspection. In the previous report, standards were broadly average throughout the school, and progress was satisfactory in all subjects except information and communication technology and geography where it was unsatisfactory.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.4 (16.4)	15.7 (15.8)
writing	12.9 (15.6)	14.6 (14.4)
mathematics	15.9 (18.0)	16.3 (16.5)

There were 34 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.5 (29.6)	26.8 (27.0)
mathematics	29.1 (29.6)	26.8 (26.7)
science	29.8 (29.5)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes, values and other personal qualities are **good**. Pupils’ spiritual, moral, social and cultural development is good overall with strengths clearly evident in their social development.

Main strengths and weaknesses

- Attendance and punctuality are very good.
- The behaviour system works well and ensures that the majority of pupils have attitudes to learning that are good.
- Good pastoral care leads to positive relationships.
- Pupils’ personal development activity called ‘circle time’ has increased the pupils’ understanding and respect for the beliefs of others.
- A few pupils do not respond well to the behaviour system, and in a very small number of cases bullies do not readily respond to the teachers’ efforts.
- There is some boisterous behaviour during breaks.

Commentary

6 Behaviour throughout the school is generally good and in some lessons where teaching was strong, it was very good. The use of pupils’ personal development activity called ‘circle time’ has had a positive impact on behaviour and attitudes and is enjoyed by the pupils. In this activity, pupils sit in a circle and take turns to talk about issues and take part in paired and group activities. Although most parents tend to agree that behaviour is good, a small number have more negative views. There is a clear behaviour policy that operates across the whole school.

7 Pupils bring their own packed lunches which are eaten in the hall. This is a well-supervised social occasion where most of the pupils know and remember how to behave. They particularly value their well-earned “golden time” where their achievement is recognised by being able to choose from an agreed range of activities. Unacceptable behaviour results in the

loss of golden time. The school has worked hard to improve behaviour, and the appointment of a play leader has meant that pupils are able to participate in organised games if they so wish during either wet or dry lunchtimes. There is some boisterous behaviour during breaks, mainly involving boys, which sometimes leads to inappropriate or accidental physical contact. Pupils understand that bullying is unacceptable and that it should be reported to a member of staff. Those pupils spoken to agreed that school usually manages to deal with these issues effectively but that in a very small number of cases the bullies do not readily respond to the teachers' efforts.

- 8 The system of trained playground friends works well and whilst building confidence and self-esteem, also encourages good relationships between the older and younger pupils. During discussions pupils indicated that they are pleased with the overall provision made for them; they enjoy coming to school, "school is exciting", and most work hard. These views contradicted the views expressed by some in the pupil questionnaire. The school is successful in building confidence and self-esteem by giving responsibilities such as membership of the school council, appointing house captains and playground friends and giving praise when the pupils achieve well or need encouragement. The staff provide good role models and encourage mutual respect.
- 9 Pupils' attendance at school is very good. Parents want their children to attend regularly and on time. However, some parents continue to take family holidays in term time, which adversely affects the teaching and learning process.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.1	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

The school has had to exclude one pupil for a short period within the current year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Overall, teaching and learning are good. Teaching and learning in Years 1 and 2, while satisfactory, need to be raised to that of the rest of the school. The curriculum provides a good range of experiences for all pupils.

Teaching and learning

Overall, teaching and learning are good. Teaching and learning in Years 1 and 2, while satisfactory, need to be raised to that of the rest of the school. Provision for assessment is good.

Main strengths and weaknesses

- The use of teaching assistants ensures all pupils achieve well.
- Four-fifths of the teaching in Years 3 to 6 is good or better.
- Improvement since the last inspection report has been good.
- Target setting for individual pupils is already good and very detailed for English, mathematics and science.
- Support for pupils with special educational needs is good.
- Teaching and learning in Years 1 and 2, while satisfactory, need to be raised to that of the rest of the school.

Commentary

- 10 Teaching and learning are good. Four fifths of teaching in Years 3 to 6 is good or better and over half of teaching in Years 1 and 2 is good or better. In English, in the best lessons, frequent reviews of learning reinforce teaching points very effectively. Boys and girls work very well together and are keen and highly motivated. They are relaxed and clearly enjoy their work. Where teaching is less strong, though satisfactory, not all pupils' responses are treated constructively and the purpose of the lesson is referred to less frequently. In mathematics, all lessons are well planned with clear learning objectives, and details of tasks for pupils with different prior attainment are clearly identified. Teachers have good subject knowledge. In science, lessons are well planned with clear learning objectives. Good use is made of a wide range of good quality resource materials to support pupils' learning. There is good teamwork between teachers and their classroom assistants. All pupils are included fully and have access to all activities.
- 11 In the best lessons, pupils are well engaged in the tasks set for them and feedback from teachers encourages them. High levels of expectation are placed on pupils in these lessons and the effective teaching methods ensure that they make very good progress. There is an insistence on high standards of behaviour and all pupils have equal opportunity to succeed. Where teaching is less strong, particularly in Years 1 and 2, the structure of lessons is less well planned and the pace of learning slows. In such lessons, the purpose of the lesson is not referred to as frequently as in the best lessons, and opportunities to reinforce pupils' learning are therefore missed. Homework is used satisfactorily throughout the school.
- 12 Support for pupils with special educational needs is good. Often they are supported by teaching assistants who are all well trained. Where this support is not available, teachers work hard, and successfully, to ensure individual needs are met. In a lesson for Year 2 pupils on writing, very good, well focused support from the teaching assistant ensured that pupils with special educational needs achieved better than their peers. In a religious education lesson for Year 1 pupils, a pupil with a statement for special educational needs had no additional support. However, the teacher dealt very effectively with the pupil's needs and ensured that his behaviour was appropriate and did not impact negatively on the learning of others. The pupil was given special responsibility and responded well, and as a consequence, achieved in line with his peers. Individual education plans are written by the class teacher, supported by the special educational needs co-ordinator. This is a good feature and a significant improvement since the last inspection report.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	10 (31.3%)	13 (40.6%)	9 (28.1%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- 13 The provision for assessment is now good. Pupils' performance data is analysed using information and communication technology in a sophisticated way which leads to the identification of areas for development within individual subjects. This is very effective in leading to the modification of teaching programmes. This is often linked with in-service training for the staff. The school is beginning to encourage pupils to assess their own work and this is a current development priority. Target setting for individual pupils is already good and very detailed for English, mathematics and science. These targets are reviewed termly and used as the basis for discussion at parents' consultation evenings. Marking of pupils' work is generally good and gives them a clear indication of how they can improve their work, particularly in Years 3 to 6. Marking in Years 1 and 2 is satisfactory.

- 14 Improvement since the last inspection report has been good. Overall, the quality of teaching was satisfactory, but nearly 10 per cent of lessons were unsatisfactory. Teaching is now good with no unsatisfactory teaching. Higher attaining pupils were not generally challenged enough, particularly in Years 3 to 6. All pupils are now effectively challenged. Assessment was satisfactory and has improved to good.

The curriculum

The curriculum provides a good range of experiences for all pupils. This is a good improvement since the last inspection when it was satisfactory. There has been a significant improvement in the provision for information and communication technology.

Main strengths and weaknesses

- Curriculum innovation has strengthened provision in all subjects.
- A stimulating curriculum in the Reception is helping to bring about high achievement.
- Detailed curriculum planning in all subjects has a positive impact on teaching and learning.
- The curriculum is very well planned to ensure equal opportunity for all pupils.
- Governors play a good role in monitoring the curriculum and initiating change.
- The provision for personal, social and health education is good.
- Opportunities for enriching the curriculum could be further developed.
- Classroom assistants give good support to pupils.
- Resources are good, however, the use of the library is under-developed.

Commentary

- 15 Governors and the senior management team are committed to providing a broad and rich curriculum. Since the last inspection, planning for all subjects has been tightened to ensure that knowledge and skills are developed systematically as pupils progress through the school. The curriculum for the Reception has been completely overhauled and now effectively responds to the learning needs of young children for investigation, exploration and creativity. It prepares them well for subsequent learning. As a result of the success of this initiative, staff have used training days to enrich the whole curriculum. Ways have been identified to make learning more enjoyable and meaningful to pupils. For example, field trips have been planned for all topics in history and geography so that pupils can learn at first hand. Where possible, links have been identified between subjects. Detailed planning ensures that opportunities are identified to cater for all pupils and evidence from lessons shows that work is generally well matched to pupils' needs.
- 16 During the school year visitors to school support the basic curriculum, particularly in art, music and religious education. There are a satisfactory number of after school clubs each week, however, opportunities for enriching the curriculum could be further developed.
- 17 The teaching staff are suitably qualified and there is a good balance of experience. The employment of an additional teacher for the large Year 2 class has improved the quality of education the pupils are receiving and is raising their levels of achievement. Classroom support staff all have a very good working relationship with their teaching colleagues and the pupils. They make a positive contribution to the ethos of the school and to the quality of support given to pupils on the school's register for special educational needs. The school staff are giving very good support to the graduate trainee teacher. His mentor has made a considerable input in enabling him to make good progress in honing his teaching skills. He has made important contributions to pupils' education particularly in physical education and information and communication technology. Staff expertise in teaching aspects of information and communication technology has improved since the previous inspection.

- 18 The school has a good range of resource materials for supporting pupils' education in all subjects. However, the use of the library as a resource is under-developed. The accommodation is satisfactory overall and is well maintained. There have been considerable improvements since the previous inspection. The computer suite now provides a valuable resource and is having a very positive effect upon the quality of education on offer to the pupils and to the standards they are achieving in information and communication technology. The additional specialist work areas for design and technology and music have considerably improved the accommodation for these subjects. The caretaker keeps the school very clean, even though lacking the support of a cleaner at the current time.
- 19 Effective training for teaching assistants has been provided and the school is equipped well for pupils with special educational needs. A significant range of external agencies is used well by the school to support pupils with special educational needs.
- 20 Overall, the school has made good progress in addressing the issues raised in the previous report. It provides its pupils with a stimulating and secure environment in which to learn. Displays of pupils' current and previous work brighten the classrooms, school hall, corridors and the main entrance.

Care, guidance and support

Overall, the care, guidance and support the school provides are good. This shows a very good improvement since the last inspection.

Main strengths and weaknesses

- Pupils are very well cared for in the Reception.
- Procedures for ensuring the welfare, health and safety of pupils, are good.
- Pupils' opportunities to have a voice in the running of the school could be improved.

Commentary

- 21 The pupils are well cared for and feel secure in their environment. They are particularly well cared for in the Reception where they are learning to gain confidence and form relationships with their teachers and peers. This is recognised and valued by parents. Routines for dealing with health and safety, fire and first aid are well established and fourteen members of staff are qualified in emergency first aid. The deputy head teacher is the designated person for child protection. The procedures are well known amongst the staff. The school participates in the healthy schools programme and receives daily fruit for the pupils. They are also encouraged to have water available in the classroom and participate in mental exercises called 'brain gym' during some lessons, which the pupils love. Although the school has been unable to recruit a cleaner, the building is bright and clean and maintained by the caretaker.
- 22 Pupils' progress is well monitored and recorded and the teachers know the pupils well. Almost all the pupils have at least one adult in school in whom they would confide. The school is good at promoting strong and trusting relationships. Induction arrangements on entry into the Reception are good and the pupils settle well. Those who join school at a later stage are given effective information to make the transition as easy as possible and are welcomed by staff and pupils into the classroom.
- 23 The school has involved the pupils by seeking their views via the school council, particularly about how money should be spent to improve facilities and resources such as playground equipment. The Golden Boot Challenge to encourage pupils to walk to school was discussed in council and pupils were also consulted on the behaviour strategy. They feel that school generally listens to them. Pupils do not yet have full ownership of the council, and there is no formal agenda or minutes taken by pupils. However, there are opportunities for

most pupils to have a turn in representing their peers from Year 2 onwards. Elections are held each term on the basis that no-one serves twice. Membership of the council helps the pupils to mature and voice their considered opinions. A member commented “we hope to help school and make things better for the children”.

- 24 The content of individual education plans is always discussed with the pupils who have special educational needs. However, while the new format of individual education plans has provision for this, any comment by pupils is not yet consistently recorded on the plans.

Partnership with parents, other schools and the community

Links with parents and the community are good. Links with other schools are satisfactory. This is a similar picture to that at the time of the last inspection.

Main strengths and weaknesses

- Parents are mainly happy with the school's provision; they particularly appreciate the good teaching, the progress their children make and the general ethos of the school.
- The school has an active and very successful school association.
- Links with the secondary schools and pre school providers could be further developed.

Commentary

- 25 Parents are generally happy with the school. Their main concerns relate to communication from the school and pupil behaviour. Parents are provided with relevant information through newsletters, curriculum information, letters home, contracted policy documents, a comprehensive prospectus and governors' annual report. However, the information is not always timely, particularly the calendar of events for this year. There is an 'open door' policy by which parents are welcomed in to school any time. Here concerns can be dealt with on a daily basis and most parents feel comfortable about approaching school and do so. The annual pupil reports to parents are satisfactory although do not always include targets to be achieved. However, pupils do have target diaries to be shared with parents. There are also three parents' evenings where progress can be discussed.
- 26 The concerns relating to behaviour result from the small number of pupils exhibiting challenging behaviour. The school is aware of the problem and is taking action. Behaviour generally receives a high priority and school has made staff appointments such as the playground leader in order to raise standards. The inspection found that the school was very effective at dealing with the few incidents of bullying that do occur. The school deals appropriately with concerns and complaints and the head teacher is available to discuss problems which may arise.
- 27 The school is keen to receive parents' views and has sought opinions on the timing of the end of the school day and whether water should be made available during lessons, the format of sports day and how often there should be a residential trip. Generally parents are well involved with their children's learning, by hearing them read and discussing targets. Parents are very willing helpers in school, both in lessons and on trips. The school association, SAS, is particularly good at raising money for the benefit of the school and issues its own newsletters.
- 28 Links with the community are good including two local churches where the vicar and pastor are well known to the school. People from the village help in school and the "Stitching Sisters" have produced some very imaginative needlework with the assistance of the pupils. The school is always anxious to involve the village in the social life of the school, particularly the summer fête.

- 29 There is a choice of secondary education and parents and pupils make decisions in Year 5. There are links with Carre's Grammar School where their outreach programme strengthens sport provision in school. There is technical support for information and communication technology from St George's Secondary School and a half day taster for Year 5. There are as yet no links with the Girls' Grammar School. There are satisfactory links with two pre-school providers. The school acknowledges that more shared work would improve these links.
- 30 Parents are involved early in the process of identifying pupils' special needs. It is part of the school policy to ensure parents' permission is sought before pupils are placed on the special educational needs register. Annual reviews of statements are held, and termly reviews for individual education plans are also held, although the frequency of these reviews can be brought forward if required. This is a very good feature.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher's leadership of the school is good and she is well supported by the senior team. School governance is good and financial management very good.

Main strengths and weaknesses

- The headteacher ensures a clear direction to the school and the effective involvement of staff and governors.
- The senior management team works together very well.
- The governing body has a very clear understanding of the school's strengths and weaknesses.
- There are very good systems in place for the school to monitor its own performance.
- Financial management and budget setting by the governing body is very good.
- Provision for pupils with special educational needs has improved very well.
- The effectiveness of some subject leaders needs to be further developed.

Commentary

- 31 The headteacher is a very experienced, quietly confident leader who gives clear direction to school development. Her style of leadership ensures the effective involvement of staff and has led to the formation of a strong and effective senior team, and the much improved involvement of governors.
- 32 The senior management team works together very well. There are very good systems in place for the school to monitor its own performance, particularly those systems based on pupils' results. Areas needing development are very effectively identified. The school improvement plan is a comprehensive document which includes a clear statement of the school's purpose and aims. These focus on standards; teaching and learning, and personal development and relevant priorities for the school. Performance management is used very well to target staff effort on the school's development priorities.
- 33 Governance of the school is good. The governing body is effective at ensuring it meets its statutory duties and very good at achieving best value. Financial management and budget setting by the governing body are very good, and it utilises its specialist financial expertise very well. The governing body has a very clear understanding of the school's strengths and weaknesses and this helps the governing body to play an effective role in shaping the direction of the school.
- 34 The leadership and management of the Reception and subjects are good overall, and range from very good to satisfactory. In the best cases, subject leaders review teachers' planning and observe lessons. This gives these subject leaders a clear view on their subject's

development priorities. The role, and therefore the effectiveness, of some subject leaders is less well developed.

- 35 Improvements in leadership and management have been satisfactory, and in governance have been very good. The role of the governing body was not fully developed and there was an over-reliance upon the head teacher in aspects of strategic management. The governing body failed to meet statutory responsibilities in setting targets for the head teacher and deputy; and ensuring that information to parents in the school prospectus and annual report met requirements. Governors are now well involved in the strategic management of the school and fulfil all their statutory duties. Value for money has improved from satisfactory to good.
- 36 Overall, provision for pupils with special educational needs is good. Management of the provision is good; support provided by teaching assistants is well focused and ensures all pupils achieve at least as well as their peers. A record of pupils' comments on the individual education plans is not yet consistently used.
- 37 The special educational needs co-ordinator is very clear on the current situation in the school. The new policy has been formalised by governors recently and the new code of practice is well integrated into the school's systems. The special educational needs governor is new in post but has already been into school to observe provision in lessons directly, indicating good involvement by governors. The special educational needs co-ordinator has ready access to the governing body which ensures they are well informed. The day-to-day management of special educational needs is good. However, the special educational needs coordinator does not currently have a clear strategic vision for the future development of special educational needs provision, and therefore, leadership of the provision is satisfactory. Performance management has been used very well to guide the activities of the special educational needs coordinator.
- 38 Provision for pupils with special educational needs has improved very well since the last report. In the previous inspection report, the identification of pupils with special educational needs was ineffective and support was inconsistent. Provision for these pupils is now good.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	460,409
Total expenditure	471,660
Expenditure per pupil	2,193

Balances (£)	
Balance from previous year	61,180
Balance carried forward to the next	49,929

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the children in the reception class is very good and is better than at the time of the previous inspection. Changes in provision in recent years have been very well led and managed by a skilled practitioner who knows how young children learn. This has been an important factor in the rise in standards and achievement. All children enter reception in the September before they are five and most have received some form of pre-school education. Their attainment on entry is above average.

Main strengths and weaknesses

- Teaching is very good overall and is never less than good; as a result, there is high achievement.
- A stimulating curriculum and thorough planning have a positive affect on the quality of lessons.
- There is a strong and effective partnership between the teacher and teaching assistant.
- Relationships between children, and between staff and children are very good.
- The accommodation is good and has been improved by the provision of continuous access to a stimulating outdoor area.
- Good quality resources enrich provision.

Personal, social and emotional development

Provision for children's personal, social and emotional development is very good.

Main strengths and weaknesses

- Staff have high expectations of children's capabilities.
- Children work in a calm, caring environment in which the development of good relationships features strongly.
- Activities are well planned to increase the independence of children.

Commentary

39 Children respond well to the very good teaching and have very good attitudes to their learning. They achieve well and are on line to exceed the early learning goals by the time they leave the reception class. Children feel secure because of the well-ordered routine, and the knowledge of what is expected of them. They are share their ideas confidently, knowing that they will be valued. They value the contribution of others; children spontaneously applauded others at the end of a literacy session because of the interesting group story which they had written. Those activities where children work without a teacher are structured well to allow children to learn independently. Children's concentration in group and class sessions is very good. They listen to each other and know how to take turns in speaking. Most children persevere and stay on task when working independently at a chosen activity. Concepts such as caring and sharing are taught well, often through stories. Children show good co-operative skills and work well together. They are able to co-operate when, for example, they play together in the 'Giant's castle'.

Communication, language and literacy

Provision in this area is very good.

Main strengths and weaknesses

- Basic skills are very well taught.
- The teaching assistant is used well during whole class sessions to ensure that all children are involved.

Commentary

40 The development of speaking and listening skills is seen as a high priority as a pre-requisite for teaching reading and writing. Children are encouraged to talk about what they are doing and share their ideas. Questions and explanations by staff increase their vocabulary. After activities, children often report back to the whole class and are given time to express themselves. They speak with confidence and listen well to the staff and each other. All children have reading books and high attainers read confidently, and enthusiastically discuss the story. Lower attainers are beginning to read simple sentences, using picture clues and letter sounds to help them. Reading books are taken home regularly to share with parents and carers and this has a good impact on standards in reading. Children's writing is developing well alongside their reading and most children are writing their own sentences, confidently using their phonic knowledge to help them to spell; for example 'trnip' and 'pees' when writing vegetable stories. Handwriting is well formed due to regular practice of writing patterns and letter formation.

Mathematical development

Provision in mathematical development is very good.

Main strengths and weaknesses

- Opportunities are used well in other areas of learning to consolidate children's mathematical understanding and language.
- A wide range of strategies are used to interest children.

Commentary

41 Although only number activities were seen, other evidence and assessments from earlier this year show that children's experiences include early measuring and shape recognition activities. These are well chosen to stimulate interest so that children want to learn. The story of 'The Enormous Turnip' gave a context for learning about ordinal numbers as children decided who was first, sixth or last in line. 'Fun' strategies, such as helping the mouse to solve the problem of how to give one banana to each toy, consolidate their learning as they discuss ideas. 'Teddy cards' made learning about number patterns and simple addition enjoyable. During whole class sessions the teaching assistant is used well to target children needing extra support and enable them to achieve in line with their peers. Higher attaining children are working at well above expected levels when counting and sequencing numbers.

Knowledge and understanding of the world

Provision is very good.

Main strengths and weaknesses

- A wide range of focused activities are planned to extend children's experiences.
- There is a very good balance between teacher-directed and child-initiated exploration and investigation.
- Very good use is made of the outdoor area, particularly to develop children's knowledge and understanding of the natural world.

Commentary

- 42 Staff plan a wide range of interesting activities which stimulate children's curiosity so that they want to learn. Flower and vegetable seeds have been planted in raised beds which children tend carefully as they watch the plants grow. They take turns to water, using a pulley system to draw water from the 'well.' Children are learning about the life cycle of frogs from first hand. A wide and colourful range of fruit and vegetables was used to encourage close observation in order to discern similarities and differences. Planning, displays and other evidence show that all aspects are being developed effectively. Children use computers competently each day and are developing skills appropriately.

Physical development

It was not possible to make an overall judgement of provision or standards because limited physical activities were seen. Children have access to tricycles daily and ride them with dexterity and control. Throwing techniques were well taught in a games session and children improved their skills. There are good opportunities daily to develop fine motor skills using a range of tools and children were seen to be handling scissors well.

Creative development

Provision in the aspects seen during the inspection is good.

Main strengths and weaknesses

- There is a very good range of activities to stimulate children's imagination and creativity.
- Resources are well chosen for interest.

Commentary

- 43 There was insufficient evidence to make a judgement on standards overall. Teaching in a music lesson was good and children achieved well. They are well on target to achieve the early learning goal in this aspect by the end of the year. Planning indicates that children are able to express their feelings through exploring a wide range of media and materials, music and movement and through imaginative play. The 'Giant's castle' was well used during the inspection for role-play. Learning was good in a well resourced music session because of the teacher's confident subject knowledge, good organisation and clear planning to achieve the objectives. Children listened and watched closely until most could copy the teacher and move, then play percussion instruments, in time to a steady beat. The sense of achievement of one child was clearly apparent after skilful intervention by the teaching assistant enabled her to succeed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Leadership of the subject is very good.
- Standards in all aspects of the subject are above expectation by the end of Year 2, and well above expectation by the end of Year 6.
- The subject has made very good improvements since the last inspection.
- Use of the library and the school's book resources are underdeveloped.

Commentary

- 44 By the end of Year 2 standards in all aspects of the subject are above national expectations. By the end of Year 6 standards in all aspects of the subject are well above national expectations. Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils with special educational needs achieve as well as their peers. On some occasions, where teaching is less strong, well-focused support from teaching assistants leads to pupils with special educational needs achieving better than their peers.
- 45 Teaching and learning are good. They are satisfactory in Years 1 and 2 and good in Years 3 to 6. In a very good Year 6 lesson about planning fiction writing, very good teaching enthused the pupils and motivated them to achieve very well. Frequent reviews of learning reinforced teaching points very effectively. Boys and girls worked very well together and were keen and highly motivated, they were relaxed and clearly enjoying their work. Where teaching is less strong, though satisfactory, not all pupils' responses are treated constructively and the purpose of the lesson is referred to less frequently. As a consequence, opportunities to reinforce pupils' learning are missed.
- 46 Leadership of the subject is very good and the subject leader has very clear and sharply defined development objectives. She provides a substantial amount of relevant in-service training to support her colleagues. Management of the subject is good and the subject leader uses the programme of study well to monitor pupils' progress. The national strategy is well integrated into the school's teaching practices. Monitoring using analysis of pupil performance is very good and leads directly to the identification of development priorities.
- 47 The library and classroom book stocks have been recently improved. However, the library continues to be an under-developed resource whose situation and presentation within the school does not encourage pupils to see books as both fun and relevant. The library stock contains a satisfactory amount of fiction material and a good selection of non-fiction books. Provision of books within classes is more variable with the stock of fiction books ranging from satisfactory to good and non-fiction books ranging from unsatisfactory to good.
- 48 The subject has been improved very well since the last inspection report. Standards have been raised and the quality of teaching and pupils' achievement have been significantly improved. Pupils with special educational needs are now identified and supported well to make progress which is always at least as good as their peers.

Language and literacy across the curriculum

- 49 Literacy skills are being developed well across the curriculum and reflects the emphasis the school has placed on this. Opportunities for pupils to practise literacy skills in other subjects have been identified in the planning. In all subjects teachers place a good emphasis on the use of subject specific language and in the best cases support this well. Specialist

vocabulary is displayed on the walls of classrooms and in the computer suite. Library skills could be further supported by the development of the library as a more stimulating resource.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Years 3 to 6 have improved significantly since the last inspection.
- Pupils make good progress across Years 3 to 6 and achieve well by the end of Year 6.
- Teaching and learning are good overall.
- Assessment data is carefully analysed and used effectively to identify areas of weakness and track pupils' progress across the school.
- The subject co-ordinator gives a good lead to the subject.
- The quality of Year 1 and 2 pupils' written work is reduced by poor presentation.

Commentary

- 50 Standards in Years 3 to 6 have improved significantly since the previous inspection. Revision of the scheme of work, rigorous monitoring of teaching and learning, taking action to identify and remove weaknesses are factors contributing to this improvement. As a result, during the last four years the trend in improving standards has been faster than that found nationally. In the national tests at the end of Year 6 in 2003, pupils achieved standards that were well above the national average for all schools. When the results are compared with those of similar schools the pupils achieved standards that were above average. Although results vary from year to year there is no overall significant difference in the performance of boys and girls.
- 51 Over the last four years standards at the end of Year 2 have varied considerably but in three of the years have been below average. In the tests at the end of Year 2 in 2003 although all pupils achieved Level 2 a well below average percentage reached Level 3. As a result, standards overall were below the national average and well below when compared with pupils in similar schools. Currently a higher percentage of Year 2 pupils are on-course to achieve Level 3 than last year.
- 52 Almost all of the pupils in Year 2 are achieving standards as expected for their age with approximately one-third of them reaching the higher level. Overall standards are in-line with the national average and achievement is satisfactory. All of the pupils who are currently attaining below average standards are on the school's register for special educational needs. Although they are reaching standards that are below expectation, overall their achievement is good compared to their prior knowledge.
- 53 Almost all of the pupils in Year 6 are currently reaching the standard expected for their age, with approximately two-fifths of them achieving standards that are above average. A few of the pupils have very good ability and they are achieving standards that are well above average for their age. All pupils, including those with special educational needs are very well supported in class. They make good progress and achieve well.
- 54 Teaching and learning are good. During the inspection, the quality of teaching and learning ranged from satisfactory to good. This is a significant improvement since the previous inspection when some unsatisfactory and poor teaching was reported. Although teaching and learning are good overall the good standard is most consistently maintained in Years 3 to 6. All lessons are well planned with clear learning objectives, and details of tasks for pupils with different prior attainment are clearly identified. Teachers have good subject knowledge and this enables them to explain new knowledge simply and in a way that is understood by the pupils. However, there is too much reliance on the published scheme in Years 1 and 2,

and as a result teachers do not consistently use their own flair and expertise sufficiently in extending pupils' learning. Teachers are becoming more competent and confident in using information and communication technology in their teaching. Satisfactory use is made of the facilities in the new computer suite to support pupils' learning in mathematics. A feature of all lessons seen during the inspection is the very good teamwork between teachers and their classroom support assistants. They are fully aware of their individual roles and they give good support to pupils. This results in pupils trying hard and almost all of them co-operating fully. Generally they have very good attitudes and behaviour in class is good.

- 55 Pupils' work is marked up to date and marking is a good standard. Pupils know what level they are currently achieving and what they need to do to achieve the next level. There are good procedures in place for tracking pupils' progress across the school. The data is analysed in great detail and it is being used very effectively to set individual, class and school targets. The presentation of pupils' written work varies in standard from good to unsatisfactory and is generally in need of improvement in Years 1 and 2.
- 56 The national numeracy strategy has been effectively introduced and has been adapted to meet the school's needs. The revision of the schemes of work, has led to a greater emphasis being placed upon using and applying mathematics, and adopting a practical approach where possible. Pupils are provided with a good experience in mathematics.
- 57 Leadership and management of mathematics are good. The co-ordinator has a clear vision for future development that is firmly focused upon continuing to raise standards. She has played a leading role in supporting the drive to improve the quality of teaching and learning in Years 1 and 2 and raise the standard achieved by pupils at the end of Year 2. The school has made good progress since the last inspection and has successfully addressed the various issues identified for development.

Mathematics across the curriculum

- 58 Numeracy skills are being successfully developed across the curriculum in line with the school's policy. Pupils make good use of their acquired skills in supporting their learning in other subjects. In geography they use special awareness in mapping and using graphs in analysing data. In science, they accurately read scales in recording time, temperature, volume and mass. They use a variety of graphical methods to analyse the results of their investigations. In design and technology, they accurately measure the length of materials before cutting to the correct size. There is also use of timelines in history, data analysis in geography and proportion and geometrical shape in art and design. Older pupils show a good understanding and recall of mathematical language and terminology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved since the previous inspection, particularly in Years 3 to 6.
- Pupils make good progress in Years 3 to 6 and achievement is good.
- The subject is well lead and the areas identified for development are appropriate.
- Pupils are provided with frequent opportunities to experiment and investigate.
- Throughout the school pupils with special educational needs are given good support, which enables them to make good progress.
- Standards and achievement in Years 1 and 2 need to be raised.

Commentary

- 59 Standards in science are improving. Although there are variations in the standards achieved by successive groups of Year 6 pupils these can be explained by the overall ability of the particular group. In the national tests at the end of Year 6 in 2003, pupils achieved standards that were well above the national average, and above the average for similar schools. All of the pupils achieved the expected level, and approximately half of them reached the higher level. Almost all of the pupils in Year 6 are currently reaching the standard expected for their age, with a significant number of them on-course to attain a higher standard in the end of the year tests. Standards overall are above average and there is no significant difference between the performance of boys and girls. They have a good all round knowledge and understanding of science. As a result of the focus upon scientific enquiry they have good practical skills. Pupils in Years 3 to 6 achieve well and they are making good progress in their studies.
- 60 Less improvement has been made in raising standards in Years 1 and 2. Teacher assessments show that in 2003 pupils in Year 2 achieved standards that were close to the national average in reaching Level 2 but well below average in achieving Level 3. The outcome for pupils currently in Year 2 is likely to be slightly better than last year. Most of them are reaching the level expected for their age but with a larger proportion achieving standards that are good. Overall, achievement and progress are satisfactory.
- 61 During the inspection, it was only possible to observe two lessons, both in Years 1 and 2. The quality of teaching and learning is satisfactory. Lessons are well planned with clear learning objectives. Good use is made of a wide range of good quality resource materials to support pupils' learning. A feature of both lessons was the good teamwork between teachers and their classroom assistants. All pupils are included fully and have access to all activities. Teachers have good subject knowledge and make good use of the correct scientific language. However, introductory sessions are too long and some pupils lose interest whilst they are waiting to be able to participate. Nevertheless, most of them have good attitudes and they try hard.
- 62 The acting co-ordinator gives a good lead to the subject. There are good procedures in place for checking pupils' progress and levels of attainment as they move through the school. Test results are analysed carefully and used effectively to identify pupils' strengths and weaknesses, and the quality of the educational provision. The areas of the curriculum identified for priority development are relevant to the school. The staff are becoming more confident and competent in using information and communication technology to support pupils' learning in science. Overall, the subject has made good progress since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, provision in information and communication technology is **good**.

Main strengths and weaknesses

- Leadership and management of the subject are good.
- Information and communication technology is well integrated into the planning of other subjects.
- Pupils' practical experiences of control technology are under developed.

Commentary

- 63 By the end of Year 2 standards are above national expectation.
- 64 By the end of Year 6 standards are well above national expectation. Pupils achieve well compared to their prior attainment in Years 3 to 6, and achieve satisfactorily in Years 1 and 2.

- 65 Teaching and learning are good. Teaching and learning are satisfactory in Years 1 and 2 and good in Years three to six. In a good Year five lesson in which pupils were using graphics software, the lesson was well structured and the planning very detailed. This led to well-focused work and ensured all pupils, including those with special educational needs, made good progress. Very good links were made with work in other subjects so that pupils were very aware of the application of information and communication technology to solve real problems.
- 66 Leadership is good and the subject leader has a clear view regarding the development of the subject. She has identified the need to further develop pupils' practical experience of control technology. Management of the subject is good and the co-ordinator provides clear guidance to her colleagues. For example, helping them to appreciate the importance of learning objectives when teaching information and communication technology within other subjects. Technical support for the subject is currently very limited and the school is researching possible solutions to this.
- 67 The subject has been improved very well since the last inspection report. Very good improvements have been made in the standards reached by pupils throughout the school. Pupils' attitudes to the subject have been improved significantly. Teaching and learning, which were unsatisfactory, are now good. The subject is now well integrated into the planning of other subjects.
- Information and communication technology across the curriculum**
- 68 Information and communication technology is used well in other subjects. In subject planning, substantial and detailed references are made to opportunities to use information and communication technology. As a consequence, pupils' basic skills in using computers have improved since the last inspection and are now good. The interactive whiteboard has been recently introduced and is already making a significant impact on pupil motivation, and on the clarity with which pupils understand the tasks which are modelled for them by the teachers. This is a very good improvement since the last inspection.

HUMANITIES

Geography and History

Commentary

- 69 Geography and history were sampled. Planning is good; it indicates that the relevant parts of the national curriculum programmes of study are being covered and that pupils progressively develop knowledge and skills. This is a good improvement since the last inspection when skills were not being sufficiently developed and attainment was below expected levels. Recently, increased opportunities for fieldwork have been identified in both subjects so that pupils can learn from first hand experiences and this is designed to have a positive impact on standards. A scrutiny of pupils' work and discussions with pupils in Years 2 and Year 6 indicate that standards are broadly average at present and achievement is satisfactory. The monitoring of standards is not well developed but subject leaders do identify relevant priorities for development.
- 70 In geography, map work begins in Year 1 and map skills are taught throughout the school. Pupils in Year 6 have satisfactory knowledge and understanding of places they have studied and geographical skills are developing appropriately. A visit to the Lake District later this month will enable them to compare Leasingham to a contrasting locality. Teaching in the one lesson seen was satisfactory. It helped to develop map skills, as well as the knowledge of human and physical features, but there was insufficient content for the time available. Pupils who completed the task early were not challenged further.

- 71 Year 2 pupils are beginning to realise the meaning of history and use phrases such as ‘in the past’ and ‘long ago’. In Year 6 pupils talk about aspects of the periods they have studied and have a good sense of time. This is because the use of time lines is developed well across the school. They understand the differences between secondary and primary sources and realise that we know about the distant past mainly because of the work of archaeologists. Pupils’ understanding of the ways in which history can be interpreted is less secure. Teaching was good in the two lessons seen. The high level of input from support staff and adult helpers played a significant part in the achievement of pupils. In one lesson, Victorian washing day artefacts were used to good effect to stimulate ideas as to their use. Many pupils realised why modern appliances could not have been used.

Religious Education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of visits and visitors to strengthen the teaching of Christianity.
- The curriculum has been improved to increase time spent on teaching major religions other than Christianity.
- Artefacts are used well to enrich teaching.
- The subject leader’s role is insufficiently developed.
- Teaching, while satisfactory, needs to be improved.

Commentary

- 72 Standards throughout the school are around the levels expected on the locally agreed syllabus, and achievement is satisfactory. Year 2 pupils know about major Christian festivals. They talk about the life of Jesus and understand the significance of some of his teachings. Year 6 pupils express their understanding of religion in responses such as “what you believe.” They show a good understanding of the key beliefs and teaching of Christianity and have some knowledge of other major world faiths. They are developing an awareness of a spiritual dimension to life and of how moral and social issues, such as the need to care for and support others, can be related to religion. Pupils achieve satisfactorily compared to their prior learning due to satisfactory teaching. Lessons in religious education play a full part in pupils’ spiritual, moral, social and cultural development.
- 73 Teaching and learning are satisfactory. In one Year 5 lesson, the good use of artefacts and pupils’ own experiences enriched the teacher’s exposition. However, the length of time spent listening caused pupils’ attention to wander. Older pupils were insufficiently challenged by the task. In a Year 1 lesson, in which pupils were learning about symbols and their use, pupils’ were settled well on the carpet after playtime. Artefacts were used effectively to provide good opportunities for pupils to discuss the use of symbols. Pupils were very keen to contribute to class discussion. While one pupil with special educational needs had no additional support during this lesson, the teacher dealt very effectively with his needs and ensured that his behaviour was appropriate and did not impinge on the learning of others. Good use was made of subject specific language and the school’s religious character to impart local interest.
- 74 The subject leader is knowledgeable but her monitoring role has not been developed and consequently has little impact on standards. Progress since the last inspection is satisfactory as provision and standards have been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Teaching, learning and achievement are good.
- The subject is well led and managed.
- There is a good range of resource materials to support pupils' learning.
- More pupils need to be supported to achieve higher standards.

Commentary

- 75 The majority of pupils in Years 2 and 6 attain standards expected for their age. However, in each year group, a few pupils are developing their own artistic style and are achieving good standards. All pupils are well supported and have equal access to all classroom activities. Throughout the school pupils make good progress in developing basic skills and achievement is good.
- 76 Pupils in Year 2 work carefully and safely in completing their pen and ink designs. Most of them hold the pen correctly and use hatching and cross-hatching to highlight areas of their work. They show satisfactory development of observational and drawing skills. Year 5 pupils were working in the style of Turner to create a watery sea scene. The topic has good cross-curricular links to design and technology. They used tissue paper and glue to prepare a textured surface on their piece of card. Most of them confidently mixed colours to achieve the desired effect. A few pupils produced work of a good standard and they achieved very well.
- 77 The quality of teaching and learning is good. Pupils enjoy art and design lessons. They have good attitudes, give good support to one another and share resource materials sensibly. Their teachers provide them with a good range of practical experience in order to develop key artistic skills. All lessons are well prepared and there is a focus upon pupils completing practical tasks. Teachers and their classroom assistants make good teams and they provide pupils with a stimulating environment in which to learn. Pupils are encouraged to comment on their own and their peers' pictures. In doing so they select their words carefully and are considerate of other pupils' feelings. Art and design makes a good contribution to pupils' social, moral, spiritual and cultural development.
- 78 The co-ordinator gives a good lead to the subject. She has considerable personal skill, knowledge and expertise and she is working hard to improve standards. She is developing cross-curricular links with other subjects. For example, the bid for an Arts Award will need support and contributions from drama, dance, literacy and music. Progress is being made in this important development which will enrich the curriculum on offer to the pupils. The school has made satisfactory progress in addressing the issues raised in the previous report.

Music

- 79 Music was sampled. Planning is thorough and indicates that all elements of the national curriculum for music are being taught and it provides good guidance for non-specialist staff. Pupils sing tunefully and with clear diction in assemblies. Teaching was very good in a lesson in Year 4 in which pupils were working in groups to compose their own short pieces. Achievement was high because of the confident subject knowledge of the teacher, the well chosen resources and the time given to enable pupils to rehearse, evaluate and improve their work. Pupils have the opportunity to receive instrumental tuition from visiting specialist music

teachers and over thirty do so. The curriculum is enriched by visits from musicians from different traditions. The monitoring role of the subject leader has not been developed sufficiently to enable her to evaluate standards. There is a good range of instruments which are used regularly throughout the school.

Design and technology

- 80 Design and technology was sampled. Pupils in Year 2 reach the standards that are expected for their age. They join different coloured pieces of felt to make puppets, and during the inspection they used thread to outline the shape of a leaf and mark in the venation. Almost all of them were achieving satisfactorily in developing the necessary practical skills.
- 81 Pupils make good progress in Years 3 to 6. Achievement is good and by the end of Year 6 standards are above average. Year 6 pupils design and build mineshafes as part of a history project. Many of these models have turning gear and most of them are of a good standard. They give evidence of the good progress these pupils have made in developing key skills. Pupils fully understand the need to design before making, and to evaluate the final product.
- 82 Pupils experience all areas required by the National Curriculum. Strong and effective cross-curricular links are established with art, history, literacy, numeracy and science. For example, Year 3 pupils design photograph frames and paint them in colours to represent the happy, sad, or angry pictures that are displayed in them. Whole-school projects have produced some impressive items that feature in displays. Every member of staff and all pupils embroidered a square in the making of a bedspread featuring different animals and plants. This item has been on display in a local museum. Each pupil made a model of their head and decorated the face and hair to be a realistic copy of themselves. These smiling faces form a good quality display in the entrance hall.
- 83 The subject co-ordinator gives a satisfactory lead to the subject. She is in the process of adapting the published scheme in order to make better use of staff expertise and meet the school's individual needs. Short, medium and long-term planning are good. Good systems are in place to monitor pupil's progress across the school that involve end of task tests. A feature of the school's provision for design and technology is the development of needlecraft. Two ladies from the village come weekly to work with pupils and help them to develop the skills necessary to join materials by stitching and to decorate by embroidery. Overall, satisfactory progress has been made since the previous inspection.

Physical education

- 84 Physical education was sampled. During the inspection, it was not possible to observe any direct teaching of physical education. As a result, it is not possible to report on the overall quality of teaching and learning, provision or standards achieved by the end of Year 2 and Year 6. However, scrutiny of the school's records for swimming shows that standards are good.
- 85 Pupils experience all areas required by the National Curriculum. Provision for outdoor and adventurous activities is good. A series of activities on the school field in Years 4 prepare the pupils well for the residential visit that is offered on a biannual basis to pupils in Years 5 and 6.
- 86 Swimming is included in the curriculum each year for all pupils in Years 3 to 6. Standards are good with almost all pupils able to swim at least 25 metres by the time they transfer to secondary education. The school offers a satisfactory range of extra-curricular sporting activities that includes, football, cricket, netball and dance. The co-ordinator gives a satisfactory lead to the subject. She is developing the link with the local secondary school that has sports college status so that pupils can experience coaching in a range of activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Main strengths and weaknesses

- The curriculum is well planned to teach personal, social and health education in separate specialist lessons and in other subjects.
- The inclusive and supportive ethos of the school ensures that pupils' personal and social development is developed formally and informally throughout the school day.

Commentary

87 Personal, social and health education was sampled. Classes have a weekly discussion time in which pupils can discuss issues and explore feelings and relationships. In one very good lesson a well managed discussion enabled pupils to gain a very mature understanding of the impact of their behaviour on others. In science, pupils are taught from an early age about healthy eating and care of the body, including drug awareness. Governors are at present involved in reviewing the sex and relationships policy and parents and pupils' views will be considered before the policy is re-written. There is a school council, attended and run by elected representatives from all year groups, which provides a good opportunity for pupils to take part in the democratic process and is a valid preparation for later life.

Citizenship

88 Citizenship was sampled. The school teaches the national programme of study for all pupils and actively involves them in discussing issues relating to the wider community in which they live. The provision is well-planned and integrated within the personal, social and health education programme. Teaching is good. In lessons, much use is made of 'circle time'. In these lessons, the class sits in a large circle and often, all individuals are given an opportunity to comment on the topic being discussed. This very effectively contributes to pupils' social development, encouraging them to listen to others and value their views. Many varied activities are introduced into these sessions which effectively maintain pupils' motivation, and on occasion, stimulate much interest and enjoyment. The school council, is a good opportunity to take part in the democratic process and is a valid preparation for later life. This provides a good basis for older pupils to develop their understanding of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).